ATTAINMENT'S
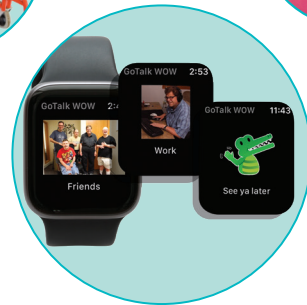# AT Profile

An assistive technology organizational tool

DARLENE BRODBECK

AT Profile

An assistive technology organizational tool

Student name _____

Student ID number _____

Date of birth _____

Date of initial AT Profile _____

Last updated _____

AT Profile

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Attainment Company, Inc.

Contents

Introduction

The AT Profile is a record-keeping tool for documenting the assistive technology tools a student has previously attempted to use, is currently exploring, or is using successfully. It serves as a running record of the AT tools used over an extended time. The basic premise is that a student should never forego the AT shown to be successful or be subjected to repeated trials because team members have failed to communicate.

The AT Profile travels with the student over the years and covers a wide range of topics encompassing a wide range of disabilities. It includes a checklist of over 300 items and over two dozen questions.

The AT Profile fosters communication. All members of the multidisciplinary team should have input in recording:

- What AT has been identified for the student?
- Has the AT been tried?
- Did the student accept or reject the AT?
- Was it successful?
- How does the AT need to be set up?
- What items have been discontinued?

Complete only those sections that apply to the student. Use the following codes to record the student's AT experience:

US Using successfully
EX Exploring or starting trials
PA Previously attempted

Note that the PA code does not indicate failure because the tool may be used successfully at a later date.

The AT Profile gathers additional information about:

- The student's communication style
- The learner's attitudes toward AT
- Online resources
- Equipment tracking
- Home support
- Individualized settings
- Warranty information

Data are necessary to demonstrate outcomes. How you report outcomes depends on how you collect data. The data could indicate, for example, speed, accuracy, duration, interest, or increased independence. The data forms include an outcome column where you may indicate how the data were collected.

The AT Profile records hard-to-track information and serves as a vital communication tool for students who have not had an AT evaluation, and serves as a tracking tool for those who have been evaluated. The AT section of the IEP, which usually consists of check boxes and rarely exceeds one page, fails to describe how the AT needs to be set up for success. Even if an AT evaluation has been completed, the information is not always shared.

The AT Profile also allows your team to document what has not worked. Without this information, the student might be subjected to repeated trials.

The AT Profile is not meant to be an assessment or evaluation. It is, however, an effective tool for synthesizing the information from an AT evaluation. Evaluations are simply a snapshot of the student, who typically uses more AT than recommended on the evaluation. In addition, evaluations are usually not completed annually, yet the student's attitudes about AT can change over the year.

As technology advances, software programs and apps have become more diverse with many layers of supports to meet the needs of a wide variety of learners. To ensure success, team members need to articulate software and app settings and preferences.

Using AT Profile, team members share documented trials of strategies that target the student's specific needs over time. This collection can save time, money, and frustration when determining future strategies that will enhance the student's growth in education and independence.

Directions

Included with this book are PDF files that you can access through the **Attainment HUB** (see inside cover). Use the PDF file to print out additional copies of the forms. Use the Word document to fill out the forms electronically by clicking in the text boxes and typing. The boxes will expand to fit your text. Press Tab to move to the next box.

The Word file is "protected," meaning that you can only fill in the blanks of the form. If you want to edit the file, choose Tools— Unprotect Document. When you re-protect the document, adding a password is optional. To add rows to tables, choose Table—Insert— Rows Above or Rows Below.

The sample form below shows the three columns in which you indicate the use of each strategy or device as follows:

US Using successfully
EX Exploring or starting trials
PA Previously attempted

Write the approximate date the device or strategy was initially implemented, explored, or attempted in the US, EX, or PA column,

respectively. If applicable, in the same column write the date the strategy or device was discontinued. Including both dates allows you to document the student's developing skills. Use the outcome column to note the results of trials and explain why a tool was discontinued.

Take a moment to familiarize yourself with the abbreviations used in the forms:

AT   Assistive Technology
ASL   American Sign Language
OCR   Optical Character Reader
PDA   Personal Digital Assistant
SEE   Signing Exact English
TDD   Telecommunications Device
          for the Deaf
TTY   Teletypewriter

Update each student's AT Profile annually and/or when additions, deletions, or modifications to the student's assistive technology needs are made. Be sure to transfer this information from previous records and evaluations if creating a new AT Profile.

SAMPLE AT PROFILE FORM

Computer Access

☐ Assistive technology not required   ☒ Adaptive device required

Strategy/Device	Date			Outcome
	US	EX	PA	
Mouse with single click	6/10	1/10-6/10		Student successfully using mouse as of 6/10.
Mouse with double click		9/11		
Mouse with click and drag				
Mouse Keys				
Trackball				
Trackball, touchpad, trackpad				
Joystick				
Touch screen or window	10/08-6/10			Student using mouse so touch screen no longer necessary.
Switch (specify type, size, positioning)				

General Considerations

Preferred hand   ☐ Left   ☐ Right

Which part of the day is best for the student's optimal physical and cognitive performance? _____

_____

_____

_____

Explain the student's level of fatigue. _____

_____

_____

_____

Introductory notes

_____

_____

_____

_____

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Communication: Methods

☐ Verbal   ☐ Limited verbal skills   ☐ Nonverbal

Method	Date			Outcome
	US	EX	PA	
Objects				
Pictures, graphics				
Words				
Symbols				
Textured symbols				
Eye gaze, movements				
Facial expressions				
Gestures, pointing				
Handwriting				
Manual communication board, card, book				
Eye gaze board				
Name of device				
Simple voice output device				
Voice output with multiple levels				
Voice output with icon sequencing				
Voice output with dynamic display				
Device with text to speech				
Sign language (specify ASL or SEE)				
Combination of sign language (specify ASL or SEE) and vocalizations				
Approximations				
Vocalizations				
2–3 word utterances				
Voice amplification				
Partner-assisted scanning				
Other				

List any special setups or modifications to equipment, software, or the environment needed for the

student to succeed. _____

_____

_____

US Uses successfully **EX** Exploring or starting trials **PA** Previously attempted	Write the approximate date the device was initially implemented, explored, or attempted in the **US, EX,** or **PA** column, respectively. If applicable, also write the date the device was discontinued.

Communication: Design

When marking each item below, please add specific information (e.g., text size or scanning speed) in the Outcome column.

Templates/Overlays	Date US	EX	PA	Outcome
1" message square				
2" message square				
3" message square				
4" message square				
Number of rows and columns				
Line thickness				
Color used on grid: black on white, white on black, specific color combination				
Size of text or icon that works best (specify points or inches)				
Type of graphics or symbols (e.g., text, line drawings, photographs; color or black-and-white symbols)				
Type or brand of preferred symbols				
Type of access used (direct select, automatic—single switch, step— two switches)				
Type/name of switch				
Scanning speed				
Other				

Attach a printout of a sample communication grid including the student's core vocabulary. Write the date on the sample.

Explain the vocabulary selection used with the student. _____

_____

_____

_____

_____

_____

_____

Communication: Behaviors

Complete the questions below for students who are nonverbal or have limited verbal skills. This information will assist staff in communicating more successfully with the student. Please state how the student responds, including positive and negative communication acts (e.g., vocalizing, gesturing, eye gazing, using facial expressions or body language, pointing, approaching desired person, signing, tantruming, crying, looking away, leaving, dropping to floor).

1. How does the student usually communicate? (Form) _____

_____

2. What does the student communicate? (Content) _____

_____

3. Why does the student communicate? (Function) _____

_____

4. How does the student gain attention? _____

_____

5. How does the student ask for help? _____

_____

6. How does the student communicate that he or she enjoys something? _____

_____

7. When the student protests something or does not agree, how does he or she communicate? _____

_____

8. When and where does the student interact with other students? _____

_____

US Uses successfully **EX** Exploring or starting trials **PA** Previously attempted	Write the approximate date the device was initially implemented, explored, or attempted in the **US, EX,** or **PA** column, respectively. If applicable, also write the date the device was discontinued.

Math Strategies

Strategy/Device	Date US	Date EX	Date PA	Outcome
Real-life manipulatives				
Virtual manipulatives				
Number line or math line				
Addition/subtraction or multiplication/division table or chart				
Enlarged print (specify font size)				
Reduced number of problems on page				
Recorded material				
Talking or Braille watch or clock				
Analog or digital clock				
Task analysis of needed steps presented with text, graphics, oral directions, or in combination				
Calculator (hardware or software)				
Talking calculator				
Braille calculator				
Calculator for money				
Calculator with printout				
Calculator with large keys				
Calculator that displays math equation				
Measuring device with large-print display				
Measuring device with tactile output				
Stamps (e.g., numbers, operations, thermometer, fractions, clock)				
Grid paper for alignment of operations				
Alternative keyboard				
Tactile math devices (e.g., ruler, clock)				
Electronic organizer				
Math software				
Other				

List any special setups or modifications to equipment, software, or the environment needed for the student to succeed. _____

_____

US Uses successfully
EX Exploring or starting trials
PA Previously attempted

Write the approximate date the device was initially implemented, explored, or attempted in the **US, EX,** or **PA** column, respectively. If applicable, also write the date the device was discontinued.